Guidance Document Five-Year Comprehensive Education Plan (5YCEP)

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Montana
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This 5YCEP Guidance Document provides districts with connections between the adapted continuous school improvement model from Education Northwest and the Effective Schools Research by utilizing the *Assembly Required Implementation* guide and text by Lezotte and McKee. Districts will find the continuous education process steps, with appropriate tabs and information, in the *Assembly Required* materials. It should be noted that districts may be utilizing other methods of continuous school improvement. The 5YCEP is a universal plan that provides districts the flexibility to enter the goals and information directly from the process they are using into the electronic program.

The Administrative Rules of Montana (ARM) 10.55.601, adopted by the Board of Public Education (BPE) in November 2000, established the goal that all school districts develop, implement, evaluate and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.
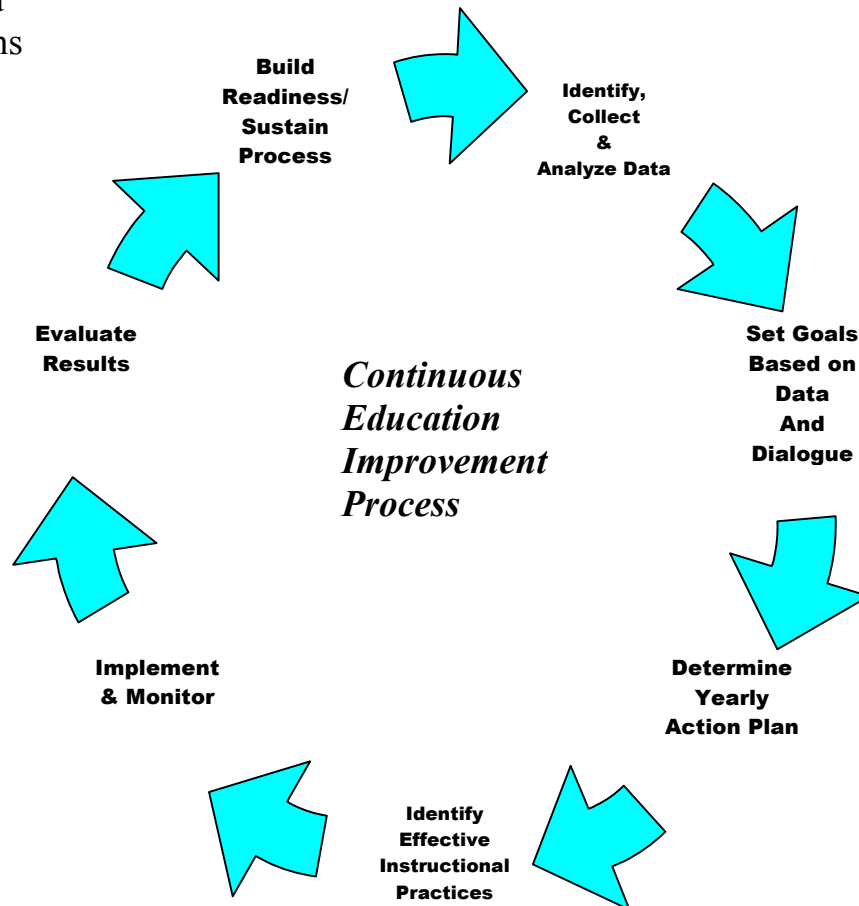ARM 10.55.601
(3) To ensure continuous education improvement, ….
        (a) This plan shall include:
        (i) a school district level education profile as described in guidance provided periodically by the Office of Public Instruction;
        (ii) the school district's educational goals in accordance with ARM 10.55.701;
        (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;
        (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and
        (v) a professional development component, in accordance with ARM 10.55.714.

The Office of Public Instruction (OPI) supports the use of the adapted Education Northwest model for continuous school improvement. This process will assist districts in the comprehensive planning required to complete the templates within the 5YCEP including the yearly action plans and corresponds with Effective Schools Research and Correlates. The recursive process of this model reflects long-term strategic planning and yearly action planning that encourages dialogue and data-driven decision making. This guide utilizes the planning process in conjunction with Effective Schools Research by providing "school improvement teams with a comprehensive framework for identifying, categorizing, and solving the problems that schools and school districts face." The OPI has modified and adapted this set of correlates to support and inform Montana's ESEA Title I Statewide System of Support school improvement model.

Developing
Your
District and
School Plans

Build
Readiness/
Sustain
Process

Identify,
Collect
&
Analyze Data

Evaluate
Results

Continuous
Education
Improvement
Process

Set Goals
Based on
Data
And
Dialogue

Implement
& Monitor

Determine
Yearly
Action Plan

Identify
Effective
Instructional
Practices

Adapted from Education Northwest – Sustainable
School Improvement Model

The Office of Public Instruction has adapted the Education Northwest Sustainable School
Improvement Model. This model provides districts with a solid research based process that
encourages data-driven decision making, continual dialogue between stakeholders and provides a
process that is sustainable from year to year.

Building Readiness
   "Getting Ready" and "Mission, Beliefs, Values" tabs in the *Assembly Required*
   Implementation guide
   • Establishment of Teams –
      • who are your stakeholders
         i. Possible stakeholders: board members, teachers, staff, students, parents
            community members, business owners

- how many teams will you require
- what will be the roles/responsibilities of each team member
- Pre-planning –
  - meeting times
  - what will be the ground rules for the teams
  - mission/vision/beliefs/values of the school
- Resources (time, costs) –
  - what resources will the teams require to make good decisions
  - finding time for teams to meet and work

Identify, Collect, and Analyze Data
"Study" tab from *Assembly Required Implementation* guide
- Identify:
  - Go beyond CRTs – What needs improving within the school/district? It may be student achievement, but may also include safety, attitudes, and climate.
  - Correlate review – Review the Indicators of Effective Schools as one method of determining areas in need of improvement. Complete the correlate review utilizing the correlate rubrics at http://www.opi.mt.gov/SSOS/index.html. Under the Scholastic Review tab are the correlates rubrics listed individually or as a whole under Montana Correlates 1-9.
- Collect:
  - Gather a variety of data points - Achievement indicators may include grades, AIMs Web, DIBELs, MAPS, Observations, Surveys
  - Utilize surveys within your school and community to determine climate and attitudes to establish starting points
  - Curriculum alignment data such as Surveys of Enacted Curriculum (SEC) http://www.opi.mt.gov/PDF/Accred/09SECBrochure.pdf
- Analyze: "Study" tab from *Assembly Required Implementation* guide pages D3-D28
  - Analyze the data – disaggregate the data, in relationship to student achievement, what is the data saying?

Set Goals Based on Data and Dialogue
"Reflect" tab from *Assembly Required Implementation* guide
- Choose your focus
  - Every school needs a reading and mathematics goal with an option of three other goals, and districts will complete an additional curriculum development goal in conjunction with other goals.
- Create goals and objectives
  - Follow the action plan guideline within the 5YCEP planning tool for writing goals and objectives.

Determine Yearly Action Plans
"Reflect" tab from *Assembly Required Implementation* guide, pages F-7 through F-10
- Based on data – "what must be changed to accomplish the improvement goal"

- Strategies based on research/ activities defined – investigate what research-based strategies will assist your district in achieving the goals

- It is recommended that districts/schools have no more than five goals for the year
- Look at the correlate review for areas to improve
- Suggestions for goals other than reading, mathematics, and curriculum development: climate, drop-out rate, parent involvement, school safety. Goals should not be based solely on the CRT results.

Identify Effective Instructional Practices
- Find professional development that supports the needs of the action plan. Places to look:
  - Montana's Newly Developed Regional Educational Service Areas;
  - Special Education and Curriculum Cooperatives;
  - CSPD;
  - OPI resources;
  - Professional Learning Teams;
  - National organizations: ASCD, NCTM;
  - State organizations: MASCD, SAM, MASSP, Reading Council and
  - Leading authors.
- Identify instructional practices you are already doing that are effective. Eliminate practices that are not effective.

Implement, Monitor, and Adjust
"Plan" and "Do" tabs from *Assembly Required Implementation* guide
- Commitment of resources, supplies, time, and space
- Data/Action plans
  - Consistent supervision of goals
    - Who will be responsible to assess progress toward the goal
    - What data must be gathered
    - What is the timeline for implementation of the goal
  - Review of implementation
    - Have the strategies for the adopted goal been implemented by the staff with fidelity
    - Is professional development needed
- Formative and Summative Assessments
  - There are a variety of assessments to evaluate progress toward a goal such as observations, written assessments, performance tasks, state and local assessments, and surveys.
- Team meetings
  - Follow-up meetings to review new data
  - Determine progress toward the implementation of the action plans
  - Adjust the plans when needed or necessary

Evaluate Results
"Reflect" tab from *Assembly Required Implementation* guide
- Summative from monitoring
- Communicate

- Celebrate successes
- Plan for sustaining what works

Sustain the Process
"Do" tab from *Assembly Required Implementation* guide
- Re-examine/adjust teams
- Planning for following year
- Scheduling professional development
- Reporting deadlines

Resources

Planning Tools:
Planning Process Chart – *Assembly Required Implementation* guide, p. 216
Progress Checklist – *Assembly Required Implementation* guide, p. 217
Proposed/Model timeline – *Assembly Required Implementation* guide, p. 218
Making a GANTT chart – *Assembly Required Implementation* guide, p. 171

Survey Tools
Reality Check – www.effectiveschools.com

References

Education Northwest. www.educationnorthwest.org

Lezotte, L.W. & McKee, K.M. (2002). *Assembly required: A continuous school improvement system.* Okemos, Mich.

Lezotte, L.W. & McKee, K.M. (2004). *Implementation guide assembly required: A continuous school improvement system.* Okemos, MI.

Lezotte, L.W. & McKee, K.M. (2006). *Stepping up: Leading the charge to improve our schools.* Okemos, MI.

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